

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

The "Career and Technical Education State-Approved CIP Program Self-Review 2008-09 to 2012-13" process used by the OCTE requires administrators and instructors of all secondary state-approved CTE programs (both wage earning and Family and Consumer Science) to conduct a self-review of their programs based on key criteria. Based on this self-review, improvement needs for the program are identified and a plan of action is to be developed and implemented. Thank you for your dedication to excellence.

The CIP Self-Review:

- Is designed as a growth experience for teachers and administrators
- Helps ensure program quality
- Identifies promising practices and areas of concern
- Must be reviewed and signed by administrator

The CIP Self-Review SHOULD NOT:

- Be completed for Less Than Class Size Programs
- Be completed for Capstone or Co-op programs

The Technical Review Assistance and Compliance (TRAC) system:

- Provides on-site review of grant recipients/CTE Programs
- Assesses compliance with state and federal laws that govern funding
- Is conducted by the Office of Career and Technical Education (OCTE)
- Provides technical assistance for continuous improvement of state approved CTE programs

Administrator Responsibilities

A Regional CIP Self-Review Summary:

- Must be initiated by the Regional CTE Administrator
- Must be completed annually by the Regional CTE Administrator
- Must be submitted to the Office of Career and Technical Education(OCTE) by JUNE 30
- Must include 20% of the regions state approved CTE programs annually
- Must include a full local review of all CTE state approved programs within a five year cycle to be reviewed locally

Teacher Completion Instructions

The CIP Self-Review:

- Must be completed for Programs with ANY student enrollment entered into the Career and Technical Education Information System (CTEIS).
- Must include original signed copies of the CIP Self-review certification page.
- Must include all necessary evidence as requested and listed on the form
- Must be updated annually
- Must be organized by category

Make one copy of the completed document to keep in your files along with all documentation provided for the program review. Return the original CIP Self Review to your regional administrator. If you need further clarification on this document or process, please contact your administrator or any OCTE program consultant at 517-373-3373. **For wage earning program content questions**, see the Program Resource Guide at www.mccte-fsu.org/ (click on Publications/then Resource Guide/then pathway/CIP program, for FCS go to www.michigan.gov/octe).

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How to complete your CIP Self Review:

Complete one CIP Self-review for each CIP Program (**note:** Multiple teachers within one program will need to collaborate in preparing the review.)

- **Instructional Staff and CTE Administrators should collaborate** in the completion and collection of evidence for this self-review. Administrators are required to sign the last page of the CIP Self Review (certification sheet).
- **Authorizing Legislation** and relevant reference documents are provided in the left hand column for each criterion. Web sites and State of Michigan policy references are also included in this area. All criteria have been assigned a Priority Level for the continuation of State Approval of the program.
- **Required evidence** is printed in boxes next to each criterion. Written documentation is required for all criteria and should be appropriately identified by criterion area (i.e. CO1, CO2, etc.)
- Signature Page: Must be completed with all information and signatures.
- Examples of required documentation are included in the Program Resource Guide found at www.mccte-fsu.org (Does not apply to FCS)

Priority Findings For On-Site Visits

OCTE has established priorities equating to the importance of compliance to program issues – CO1-C18. Program deficiencies fall into two categories and have been designated as Priority 1 or 2. The appropriate priority designation appears in the left hand column

- Priority 1 – Major Deficiency. A Priority 1 deficiency will require correction and implementation within 60 days of the Compliance Plan approval by OCTE.
- Priority 2 – Deficiency. A Priority 2 deficiency will require correction and implementation no later than one year from the date of the OCTE approval of the compliance plan.

Questions may be answered by referencing the TRAC Manual presented to each Regional Administrator at the Pre-visit TRAC training.

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**Primary
Instructor's Name:** _____ **Date:** _____

**Primary
Instructor's E-mail:** _____

**Primary Instructor's
Phone Number:** _____ **Extension:** _____

OCTE Program Name: _____

**School Program Identifying Name
(if different):** _____

CEPD: _____ **Program Serial Number (PSN):** _____ **CIP Code:** _____
Contracted Program Expiration Date of Contract

Administrator's Name: _____ **Yes or No** _____

Program Building: _____

**Program
Street Address:** _____

City: _____ **State:** Michigan **Zip** _____ **Building Phone** _____
Code: _____ **Number:** _____

The following items are indicators of compliance with program funding guidelines (CTE Perkins, State Added Cost, Administrative Guide) and program quality. For each item, the established criteria must be fully met. This self-review must be completed by the program instructor(s). Supporting documents/evidence must be kept on file at the program site/location and readily available during onsite review.

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Program Criteria	Evidence	Administrator's Verification	
		Yes	No
C01 – Program Staff Carl D. Perkins, § 114(d)(2)(B)(ii) Administrative Guide for Career and Technical Education in Michigan Each teacher should complete this page and provide all evidence Teacher may verify their teaching certificate by going to https://mdoe.state.mi.us/teachercert/ ; however copy of actual certificate is required.	Program Staff: Teacher is appropriately certificated C01 - PROGRAM STAFF: Each teacher completes this page. This page must be duplicated if there are additional teachers in the program. <i>Instructor's Name:</i> _____ <i>Other name(s) under which certification is/has been held:</i> _____ Appropriately Certificated Teacher- <i>Michigan Teaching Certificate(s) Number(s)</i> _____ _____ _____ <i>Endorsement(s):</i> _____ Including Occupational/Vocational _____ _____ <i>Expiration Date:</i> _____ _____ Check only those that apply: Current valid Michigan Teaching Certificate: One or more of the following applies: <div style="display: flex; align-items: center;"> <div style="border: 1px solid black; padding: 5px; margin-right: 10px;"> <input type="checkbox"/> Permanent Certificate <input type="checkbox"/> Continuing Certificate <input type="checkbox"/> 30 Hour Continuing Certificate <input type="checkbox"/> Professional Certificate <input type="checkbox"/> Provisional Certificate <input type="checkbox"/> Full Vocational <input type="checkbox"/> Occupational Certificate <input type="checkbox"/> Interim Occupational Certificate (IOC) / Temporary Vocational Authorization (TVA) </div> <div style="font-size: 4em; margin: 0 10px;">➔</div> <div style="border: 1px solid black; padding: 5px; background-color: yellow; text-align: center;"> Legible copy of current valid teaching credential(s). (Front and Back) </div> </div> <div style="margin-top: 10px;"> <input type="checkbox"/> District Holds Annual Authorization Copy of current MDE annual authorization issued to school Expiration Date: _____ <input type="checkbox"/> Licensure (if applicable): _____ Copy of current state licensure _____ <input type="checkbox"/> Industry Certification(s): _____ Copy of current industry certificate _____ <input type="checkbox"/> Community College Instructor Copy of annual notification letter to OCTE- CPE Unit Supervisor from Community College <input type="checkbox"/> Other (specify): _____ </div>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/>
OCTE Priority Level 1			

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

Program Criteria	Evidence	Administrator's Verification	
		Yes	No
<p>C02 – Professional Development</p> <p>Carl D. Perkins, § 135(b)(5)(A-D)</p> <p>Administrative Guide for Career and Technical Education in Michigan</p> <div style="border: 1px solid black; padding: 2px; margin-top: 10px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	<p>Professional Development: Teacher PD meets all criteria</p> <p>Copy this page as necessary for each teacher.</p> <p>Participation in occupational/professional development in the CTE program area:</p> <p>Teacher's Name: _____</p> <div style="margin-top: 10px;"> <input type="checkbox"/> Record of Professional Development (for the specific occupational/CTE content being taught) by the program teacher within the past five-year period. </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px; font-size: small;"> Records (agenda and registration receipt) of occupational and/or OCTE classes, workshops, conferences, and/or advanced education. </div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

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Program Criteria	Evidence	Administrator's Verification	
		Yes	N/A
C03 – Additional Program Staff (Does not usually apply to Family and Consumer Sciences Programs) Carl D. Perkins, § 114(d)(2)(B)(ii) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Additional Program Staff: Paraprofessional/Aide This page may be copied for additional paraprofessionals and/or aides. Each paraprofessional and/or aide working in and with the program should be listed. <div style="display: flex; align-items: center;"> <input type="checkbox"/> Not Applicable (proceed to section C05) <input type="checkbox"/> Yes </div> Name(s) of Paraprofessional/Aide: <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="border-bottom: 1px solid black; height: 15px; margin-bottom: 5px;"></div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> List Credentials (and certifications if available): </div> <div style="flex: 2; border: 1px solid black; background-color: yellow; padding: 2px; margin-top: 2px;"> Certification copy, transcripts and/or resume </div> </div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> Industry Certification(s) </div> <div style="flex: 2; border: 1px solid black; background-color: yellow; padding: 2px; margin-top: 2px;"> Copy of current industry certification </div> </div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> <div style="display: flex; align-items: flex-start;"> <div style="flex: 1;"> <input type="checkbox"/> License (if applicable) and copy of current licensure </div> <div style="flex: 2; border: 1px solid black; background-color: yellow; padding: 2px; margin-top: 2px;"> Copy of current licensure </div> </div> <div style="border-bottom: 1px solid black; height: 15px; margin-top: 5px;"></div> Expiration Date: _____ <input type="checkbox"/> Paraprofessional provides both General Education and CTE Program Services	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>	<div style="border: 1px solid black; width: 40px; height: 40px; margin: 0 auto;"></div>

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			Yes	No
C04 – Paraprofessional Professional Development (Does not usually apply to Family and Consumer Sciences Programs) Carl D. Perkins, § 135(b)(5)(A-D) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Paraprofessional Professional Development This page may be copied for additional paraprofessionals and/or aides <input type="checkbox"/> Professional Development –	<div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> Record of activities, classes, workshops, conferences, and/or advanced education within the past five-year period, in area of specialty. </div>	<input type="checkbox"/>	<input type="checkbox"/>

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Program Criteria		Evidence	Administrator's Verification	
			Yes	No
C05 – Successful Completer Information Does not apply to Family and Consumer Sciences Programs Carl D. Perkins, § 134(b)(3)(D) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Successful Completer Information INSTRUCTIONAL DELIVERY DESIGN INFORMATION: Confirm local agency process for identifying that a local program completer aligns with the state completer definition. Program Demonstrates Completion of: <div style="display: flex; align-items: flex-start;"> <input style="margin-right: 10px;" type="checkbox"/> Instructional delivery/segments </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px; width: fit-content;"> Documentation of curriculum alignment to state program standards by segment. </div>		<input style="width: 40px; height: 40px;" type="checkbox"/>	<input style="width: 40px; height: 40px;" type="checkbox"/>

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			Yes	No
C06 – Established Advisory Committee Carl D. Perkins, § 134(b)(5) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Advisory Committee: meets all criteria ESTABLISHED ADVISORY COMMITTEE Local Program Advisory Committee meets the following criteria: ALL MUST BE CHECKED <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> <input type="checkbox"/> Membership roster reflects representatives from the program specific business, industry, and community agencies. <input type="checkbox"/> Membership majority from appropriate Business and Industry <input type="checkbox"/> Committee chairperson from Business and Industry </div> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Committee provides input on planning, development, implementation, operation, promotion, evaluation and maintenance of the program that results in continuous program improvement. <input type="checkbox"/> Meets a minimum of two times per school year <input type="checkbox"/> Parent Representative <input type="checkbox"/> Student Representative </div> IN ADDITION FOR FAMILY AND CONSUMERS SCIENCES ONLY: <input type="checkbox"/> One member also sits on the district Reproductive Health Advisory Committee.	<div style="border: 1px solid black; padding: 5px; margin-bottom: 10px; background-color: yellow;"> Membership roster and affiliations with Committee Chairperson from Business and Industry designated on roster. </div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;"> Meeting minutes with members and attendees listed and minimum of at least two meetings a year. </div> <div style="border: 1px solid black; padding: 5px; background-color: yellow; margin-top: 10px;"> Reproductive Health Advisory Committee Roster </div>	<input type="checkbox"/>	<input type="checkbox"/>

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			Yes	No
C07 – Expenditure of Funds are within Allowable Categories Carl D. Perkins, § 135(b)(1-9), (c)(1-20), (d) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 1</div>	Expenditure of Funds: within allowable categories SEE USE OF FUNDS GUIDE. Program expenditures from Added Cost and Perkins Funds are used for: Check only those that apply (Not required to check all boxes to meet criteria): <div style="border: 1px solid black; padding: 5px; margin-top: 10px;"> <input type="checkbox"/> Professional Development <input type="checkbox"/> Instructional Travel <input type="checkbox"/> Purchase/rental of NEW program equipment (not replacement) for student use <input type="checkbox"/> Instructional Supplies <input type="checkbox"/> Assessment and Evaluation <input type="checkbox"/> Business and Industry Involvement, including Advisory Committee <input type="checkbox"/> Curriculum Development/Alignment <input type="checkbox"/> CTSO Organization Approved Expenses </div> <div style="text-align: center; margin: 10px 0;"> </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px; width: fit-content;"> Program specific financial records including expenditures detail list with dates. </div> <div style="margin-top: 10px;"> Note: Carl D. Perkins dollars can only be used for equipment for student use, NOT instructional equipment (i.e. overhead projector) Note: Expenditures for Family and Consumer Sciences must be for Parenthood Education Only </div>		<input type="checkbox"/>	<input type="checkbox"/>

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C08 – Facilities	Facilities: meets all criteria		Yes	No
<p>Carl D. Perkins, § 134(b)(6)</p> <p>Minimum space requirements as stated in the Administrative Guide for Career and Technical Education in Michigan</p> <p>Classroom space:</p>	<p>The facility supports delivery of a quality program through:</p> <div style="margin-left: 20px;"> <input type="checkbox"/> Classroom square footage, based upon the usable floor space, meets or exceeds program guidelines for the number of students enrolled. </div> <div style="margin-left: 100px; margin-top: 20px;"> <p>*FACILITIES: HAND DRAWING WITH MEASUREMENTS AND DIMENSIONS IS ACCEPTABLE.</p> <p style="margin-top: 20px;">See Resource Guide for specific program requirements www.mccte-fsu.org, click Publications/Resource Guides http://www.mccte-fsu.org/sub_category.php?i=38</p> </div>	<div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 10px auto; width: 200px;"> Attendance/enrollment records per course, detailed floor plan of facility with dimensions and pictures. * </div>	<input type="checkbox"/>	<input type="checkbox"/>
OCTE Priority Level 2				

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			Yes	No
C09 – Classroom Safety Is not assessed for Family and Consumer Sciences Programs Carl D. Perkins, § 135(b)(6) Administrative Guide for Career and Technical Education in Michigan OCTE Priority Level 2	Safety: meets or exceeds safety standards School should seek inspection and review by appropriate safety agency and include safety specific to program curriculum. (not assessed for FCS) <div style="display: flex; justify-content: space-between;"> <div> <input type="checkbox"/> Safety records are being kept listing necessary student safety training completion in the program curriculum, and dates completed. <input type="checkbox"/> Program environment meets appropriate regulatory agency safety guidelines (MIOSHA, CDC, FIA, building inspections) </div> <div style="border: 1px solid black; background-color: yellow; padding: 5px; width: 200px;"> Student Safety Training(s) (checklist) with dates students completed Safety facility inspections/ procedures/checklists including any necessary program licenses (if applicable) with administrator sign off. </div> </div> See Resource Guide for specific program requirements www.mccte-fsu.org , click Publications/Resource Guides http://www.mccte-fsu.org/sub_category.php?i=38		<input type="checkbox"/>	<input type="checkbox"/>

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		Yes	No
C10 – Implementation of Standards/Course Content Carl D. Perkins, § 113(b)(2)(A)(i-vi) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Implementation of Standards/Course Content SEE NEXT PAGE FOR FAMILY AND CONSUMER SCIENCES THIS PAGE DOES NOT APPLY TO FCS OCCUPATIONAL PROGRAMS <i>All must be checked to meet criteria</i> Curriculum is based on and reflects: <div style="margin-top: 10px;"> <input type="checkbox"/> Alignment to National and State Program Standards designated by OCTE including: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <input type="checkbox"/> Career Cluster Foundation Standards <input type="checkbox"/> Career Cluster Pathway Standards <input type="checkbox"/> Michigan CTE Technical Standards <input type="checkbox"/> Michigan Technology Standards <input type="checkbox"/> Michigan Career and Employability Standards <input type="checkbox"/> Michigan Department of Education Academic Content Expectations <input type="checkbox"/> Curriculum by segment (i.e. courses, units, modules) </div> </div> <div style="margin-top: 10px; text-align: right;"> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">Curriculum alignment documents & curriculum documents with proof of integration of academics into curriculum.</div> </div> <div style="margin-top: 10px;"> Program Curriculum: <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <input type="checkbox"/> Preparation for program specific job titles <input type="checkbox"/> Preparation for post-high school placement <input type="checkbox"/> Curriculum provides leadership experiences for students </div> <div style="margin-top: 10px; text-align: right;"> <div style="border: 1px solid black; padding: 5px; background-color: yellow;">Syllabi/curriculum guide. Program alignment document has post secondary portion completed.</div> </div> </div> <div style="margin-top: 10px;"> Leadership Curriculum: <i>(must check number 1 or 2, 3, and 4)</i> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <input type="checkbox"/> 1. CTSO Participation <div style="border: 1px solid black; padding: 2px; background-color: yellow; margin-left: 10px;"> Membership Roster with meeting minutes Community Service participation documentation </div> </div> <div style="text-align: center; margin-top: 10px; font-weight: bold;">OR ALL OF THE CRITERIA BELOW</div> <div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <input type="checkbox"/> 2. Community Service <input type="checkbox"/> 3. Student led meetings with elected officers <input type="checkbox"/> 4. Competitive event(s) with at least one other School <div style="border: 1px solid black; padding: 2px; background-color: yellow; margin-left: 10px;"> Documentation of community service activities Meeting minutes with list of officers Documentation of competition with other school(s). Membership list Award/certificate example </div> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>
	Implementation of Standards/Course Content	Yes	No

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<p>State Approved Family and Consumer Sciences Programs Only:</p> <p>C10 – Implementation of Standards/Course Content</p> <p>Administrative Guide for Career and Technical Education in Michigan (M)</p> <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold; margin-top: 10px;">OCTE Priority Level 1</div>	<p><u>THIS PAGE FOR FAMILY & CONSUMER SCIENCE PROGRAMS ONLY</u></p> <p>Curriculum is based on and reflects:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Alignment to National and State Program Standards: <input type="checkbox"/> National Family & Consumer Science Standards <input type="checkbox"/> Michigan Family & Consumer Science Content Expectations <input type="checkbox"/> Michigan Career and Employability Standards </div> <div style="width: 35%; text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px;">Crosswalk of local curriculum to Standards.</div> </div> </div> <p>Program Curriculum:</p> <div style="border: 1px solid black; padding: 5px; margin: 5px;"> <input type="checkbox"/> Reflects FCS state-approved course/credit guides <input type="checkbox"/> Curriculum demonstrates integration of established Michigan Academic Content Expectations. </div> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 60%;"> <p><i>Operation of Parenthood Education plus 3 other state-approved courses. Curriculum reflects Family & Consumer Science state-approved course guides.</i></p> <div style="border: 1px solid black; padding: 5px;"> <input type="checkbox"/> Parenthood Education (required) <input type="checkbox"/> Human Development <input type="checkbox"/> Personal Development <input type="checkbox"/> Interpersonal Relationships <input type="checkbox"/> Financial Management <input type="checkbox"/> Health and Wellness <input type="checkbox"/> Nutrition Science <input type="checkbox"/> Balancing Responsibilities </div> </div> <div style="width: 35%; text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px;">Course syllabi Master schedule</div> </div> </div> <p>Leadership Curriculum: (optional)</p> <div style="display: flex; justify-content: space-between; margin-top: 10px;"> <div style="width: 60%;"> <input type="checkbox"/> FCCLA Membership </div> <div style="width: 35%; text-align: center;"> <div style="border: 1px solid black; background-color: yellow; padding: 5px; margin: 5px;">Membership Roster</div> </div> </div>	<input type="checkbox"/>	<input type="checkbox"/>

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	Program Criteria	Evidence	Administrator's Verification	
			Yes	No
<p>C11 – Course Instructional Time</p> <p>Does not apply to Family and Consumer Sciences Programs</p> <p>Carl D. Perkins, § 135(b)(8)</p> <p>Administrative Guide for Career and Technical Education in Michigan</p> <p>OCTE Priority Level 1</p>	<p>Course instructional Time: meets all criteria</p> <p>Confirmed with master building schedule and school calendar. Deviations from minutes listed in administrative guide require a copy of the original program approval letter.</p> <p>ENTER NUMBER OF MINUTES IN PROGRAM</p> <p>_____ PROGRAM MINUTES</p> <div style="display: flex; align-items: center; justify-content: center; margin-top: 20px;"> <div style="border: 1px solid black; width: 100px; height: 100px; margin-right: 10px;"></div> <div style="border: 1px solid black; padding: 5px; background-color: yellow; text-align: center;"> Master Class Schedule School calendar showing instructional days </div> </div>		<input type="checkbox"/>	<input type="checkbox"/>

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C12 – Recommended Equipment Carl D. Perkins, § 114(d)(2)(B)(vi); § 135(b)(7, 8) Administrative Guide for Career and Technical Education in Michigan Program Specific Equipment : www.michigan.gov/octe Check for each program. <div style="border: 1px solid black; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Recommended Equipment: meets all criteria <input type="checkbox"/> Appropriate technology is available for curriculum delivery <input type="checkbox"/> Appropriate equipment is available for curriculum delivery <input type="checkbox"/> Resources available for student and instructional use appropriate for the program <div style="margin-left: 20px;"> <input type="checkbox"/> Classroom set of textbooks less than five years old <input type="checkbox"/> Software less than five years old <input type="checkbox"/> Relevant supplemental resources, books and software </div>	<div style="border: 1px solid black; padding: 5px; background-color: yellow; margin-bottom: 10px;"> Technology Inventory with dates purchased Equipment Inventory with dates purchased </div> <div style="border: 1px solid black; padding: 5px; background-color: yellow;"> Copyright dates of textbooks Copyright dates of software Copyright dates of resources </div>	<input type="checkbox"/>	<input type="checkbox"/>

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C13 – Strategies to eliminate barriers to program access Carl D. Perkins, § 134(b)(8-10) Administrative Guide for Career and Technical Education in Michigan http://www.michigan.gov/mde/0,1607,7-140-6530_2629---,00.html OCTE Priority Level 2	Strategies to eliminate barriers to program access Program employs strategies to eliminate barriers to program access (all must be checked): <ul style="list-style-type: none"> <input type="checkbox"/> Room arrangement, facility is accessible for all students (including disabled individuals) and includes at least one adjustable workstation. <input type="checkbox"/> Curriculum and materials are free of bias <input type="checkbox"/> Recruitment strategies are fair and unbiased <input type="checkbox"/> Classroom environment is gender fair <input type="checkbox"/> Program employs strategies to recruit students to programs non-traditional for their gender <input type="checkbox"/> Program enrollment is accessible to all students <input type="checkbox"/> Program Application/ Policy/Procedures is/are fair to all students 	<div>Invoice or picture.</div> <div>Curriculum materials Recruitment materials Other Bias free materials</div> <div>Program brochure Course enrollment demographic data Copy of agency annual notice of CTE opportunities</div> <div>Program applications/pre-requisites Copy of policy/procedure</div>	<input type="checkbox"/>	<input type="checkbox"/>

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Program Criteria	Evidence	Administrator's Verification	
		Yes	No
<p>C14 – Work Based Learning</p> <p>Does not apply to Family and Consumer Sciences Programs</p> <p>Carl D. Perkins, § 135(b)(3, 4)</p> <p>Administrative Guide for Career and Technical Education in Michigan</p> <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold; margin-top: 10px;">OCTE Priority Level 2</div>	<p>Work-Based Learning: meets all criteria</p> <p>CTE Program-related Work Based Learning is required for all occupational students.</p> <p>Required:</p> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <p><input type="checkbox"/> At least one CTE work-based learning experience for each student related to program interest area</p> <p><input type="checkbox"/> Following work-based learning state guidelines</p> </div> <div style="width: 35%; border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold; font-size: small;">SAMPLES</p> <p>Student list indicating experience for every student in specific occupational program area. School district documentation of WBL</p> </div> </div> <p style="text-align: center; font-size: 24px; font-weight: bold; margin: 20px 0;">AND</p> <p>Criteria is met if at least one Work Based learning experience specific to the occupational area is checked below for all students in a program:</p> <div style="display: flex;"> <div style="width: 45%;"> <p><input type="checkbox"/> Cooperative Education experiences specific to the Occupational program</p> <p><input type="checkbox"/> Capstone Experiences</p> <p><input type="checkbox"/> Job Shadowing</p> <p><input type="checkbox"/> Field Trips</p> <p><input type="checkbox"/> Internships/Externships</p> <p><input type="checkbox"/> Work-based Learning - Rotations</p> <p><input type="checkbox"/> School Based Enterprise(s) sponsored by Business & Industry partner for public access.</p> <p><input type="checkbox"/> Other – (describe): _____</p> </div> <div style="width: 50%; border: 1px solid black; background-color: yellow; padding: 5px; margin-top: 10px;"> <p style="text-align: center; font-weight: bold; font-size: small;">SAMPLES</p> <p>Sample Student EDP. Training agreement sample Local district documentation (i.e. permission slip sample) Local district documentation (i.e. permission slip sample) Documentation showing all students participated in one experience, with dates</p> </div> </div>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/>	<input style="width: 40px; height: 40px; border: 1px solid black;" type="checkbox"/>

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

	Program Criteria	Evidence	Administrator's Verification	
			Yes	No
C15 – Data Accuracy Verification Carl D. Perkins, § 122(c)(13); § 134(a), (b)(1, 2) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid black; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 1</div>	Data Accuracy Verification: Teacher's official enrollment records by section: <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"> <input type="checkbox"/> Career and Technical Education Information System (CTEIS) reported enrollments accuracy verified <input type="checkbox"/> Teacher has knowledge of Core Performance Indicator (CPI) Data (does not apply to FCS) <input type="checkbox"/> Family & Consumer Science documentation – four state-approved courses are being delivered </div> <div style="width: 35%;"> <div style="border: 1px solid black; padding: 5px; background-color: yellow; margin-bottom: 10px;"> Program Enrollment records, Teachers grade/attendance book. Master Schedule - School Calendar Interview questions are answered appropriately </div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 10px;"> Master Schedule showing all FCS courses. </div> </div> </div> <p style="text-align: center;">Findings in this area will be listed under 'DATA' in the TRAC Report</p>		<input type="checkbox"/>	<input type="checkbox"/>

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

	Program Criteria	Evidence	Administrator's Verification	
			Yes	No
C16 – Postsecondary-Secondary Alignment/Linkages May not apply to Family and Consumer Sciences Carl D. Perkins, § 203(c)(2)(A),(3)(B) Administrative Guide for Career and Technical Education in Michigan <div style="border: 1px solid red; padding: 2px; color: red; font-weight: bold;">OCTE Priority Level 2</div>	Postsecondary – Secondary Alignment Linkages: At least one post-secondary CTE option must be available in all state-approved secondary CTE programs. A STATE-APPROVED CTE PROGRAM must have an agreement with a STATE-APPROVED Post-secondary Program to be a Tech Prep program. Program must check one or more of the following criteria: <div style="margin-left: 20px;"> <input type="checkbox"/> 1. A current valid formal Articulation Agreement(s) between the program and community college(s) and/or 4-year institutions for the program area <input type="checkbox"/> 2. Concurrent enrollment <input type="checkbox"/> 3. Direct Credit <input type="checkbox"/> 4. Dual Enrollment </div>	<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; background-color: yellow;"> Articulation agreement copy, dated and signed within the last year including a Program of Study </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: yellow;"> Contractual Agreements </div> <div style="border: 1px solid black; padding: 2px; margin-bottom: 2px; background-color: yellow;"> Contractual Agreements </div> <div style="border: 1px solid black; padding: 2px; background-color: yellow;"> Contractual Agreements </div>	<input style="width: 40px; height: 40px;" type="checkbox"/>	<input style="width: 40px; height: 40px;" type="checkbox"/>

**Classification of Instructional Programs (CIP) Self Review 2008-2013 for
Michigan Secondary Career and Technical Education (CTE) State Approved Program**

	Program Criteria	Evidence
C17 – Unique Program Features	Unique Program Features Please highlight special features of the program:	

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

	Program Criteria	Evidence
C18 – Technical Assistance Carl D. Perkins, § 123(b)(3) Administrative Guide for Career and Technical Education in Michigan	Technical Assistance Please identify what is needed to enhance the quality of your program.	
General Comments:		

Classification of Instructional Programs (CIP) Self Review 2008-2013 for Michigan Secondary Career and Technical Education (CTE) State Approved Program

****REQUIRED PAGE**** I certify that the attached program review is accurate. Evidence to substantiate the above review is available and can be reviewed upon request.

BUILDING CTE ADMINISTRATOR'S OR DESIGNEE SIGNATURE					
BUILDING CTE ADMINISTRATOR'S OR DESIGNEE PRINTED OR TYPED NAME				TITLE	
MAILING ADDRESS				PHYSICAL ADDRESS	
CITY		STATE MICHIGAN	ZIP CODE	CITY	
				STATE MICHIGAN	
				ZIP CODE	
PHONE NUMBER	EXT.	FAX NUMBER		E-MAIL ADDRESS	

PRIMARY TEACHER'S SIGNATURE					
PRIMARY TEACHER'S PRINTED OR TYPED NAME				TITLE	
MAILING ADDRESS				PHYSICAL ADDRESS	
CITY		STATE MICHIGAN	ZIP CODE	CITY	
				STATE MICHIGAN	
				ZIP CODE	
PHONE NUMBER	EXT.	FAX NUMBER		E-MAIL ADDRESS	

Page may be duplicated for additional teachers in program

BUSINESS & INDUSTRY ADVISORY COMMITTEE CHAIR SIGNATURE					
BUSINESS & INDUSTRY ADVISORY COMMITTEE CHAIR PRINTED OR TYPED NAME				TITLE OR BUSINESS AFFILIATION	
MAILING ADDRESS				PHYSICAL ADDRESS	
CITY		STATE	ZIP CODE	CITY	
				STATE	
				ZIP CODE	
PHONE NUMBER	EXT.	FAX NUMBER		E-MAIL ADDRESS	
ADMINISTRATOR INITIALS INDICATING ANNUAL REVIEW:					
2008 _____	2009 _____	2010 _____	2011 _____	2012 _____	2013 _____